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ABSTRACT

The conference papers focus on an effort to identify strategies for improving the professional delivery of guidance and counseling services to students. The first paper, Career Education: A Broadening Educational Perspective, presents a definition of career as a purposeful life pattern of work-related activities and assorted life styles. Career education should therefore be involved with a broadened educational perspective which includes student development and the community. The second paper, Career Development as Self-Development: Beyond Career Education, discusses the guidance approach to career education which would unify academic, vocational, and guidance efforts around individuals and their needs. Several characteristics of the self-development approach to career education and a conceptual career development curriculum model are presented and related to a discussion on how they relate to the self-development needs of women. The third paper, The Role of Assessment in Career Guidance: A Reappraisal, discusses common misconceptions about the use of tests in counseling and the importance of test information in career guidance and career exploration. The vital need for counselors to acquire skills for a comprehensive career guidance program for all educational levels is emphasized in the fourth paper, A Summary--Future Directions. (Author/EC)

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CAREER GUIDANCE
Status and Promise

DIVISION OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF MAINE AT ORONO
January 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CAREER GUIDANCE:

STATUS AND PROMISE

A Report of the May, 1974 Career Guidance Conference
sponsored by the Division of Counselor Education,
College of Education,
University of Maine at Orono

by

Charles W. Ryan
Professor of Education

FOREWORD

In a continuous effort to improve the professional delivery of guidance and counseling services to students in New England and Maine schools a total of three national conferences have been sponsored by the Counselor Education Division, College of Education, University of Maine at Orono. Previous conferences have focused on "Elementary Guidance" and "Group Work in the Schools." This conference was planned to address a theme of national significance; "Career Guidance: Status and Promise" as it exists in our public schools. A secondary thrust was to identify strategies for improving the delivery of career guidance. Each presenter was charged with assessing the "state of the art" and conceptualizing strategies to improve career guidance in the schools. Participant reaction to the presentations was enthusiastic and prompted development of this proceedings report for distribution to a wider audience.

It should be noted that the impact of the two previous conferences was significant in increasing the number of Canadian school counselors from the Maritime Provinces of Canada registered for this event. We appreciate the interest and professional concern of Canadian school counselors to share their counseling needs with us and hope that the concepts contained in this report are of help in their work. The potential of improved guidance and counseling services in our schools is reward enough for those who helped plan the conference. Special thanks should be noted to Dean James J. Muro, Dean, College of Education and all members of the Counselor Education staff for their support. Also, the Conferences and Institutes Division is to be commended for their excellent support in handling housing, meals, equipment needs, etc.

Charles W. Ryan
Professor of Education

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CAREER EDUCATION: A BROADENING EDUCATIONAL PERSPECTIVE

Gene Bottoms

Director, Division of Program and Staff Development
Georgia State Department of Education

In varying forms, the concepts of career education have historically been of latent concern in American education. Under such names as activity curriculum, core curriculum, community school, organic curriculum, and life adjustment curriculum, much of the thinking behind career education has emerged repeatedly on the American education scene. More than a century ago, secondary education was expanded through land grant legislation to children of farmers and mechanics and moved education toward a realistic approach to the needs of the total population. About a half century later, educational philosophers, the educational policies commission of the NEA, the American Vocational Association, and various acts of federal and state legislation have all addressed various reforms which have surfaced again as facets of career education (Swanson, 1974).

Yet, the broader career development intent did not become a sustained and organized thrust in education until recently partially because public secondary education during this century has been accountable primarily to higher education institutions. Through prescribed courses required for college entrance, established accrediting commissions, college administered or college selected entrance examinations, and reporting of first quarter or first year grades of freshmen students by high schools, higher education institutions have largely dictated both the structure and content of the

secondary school curriculum (Lessinger, 1972). The political, social, and economic focuses which have led to the recent emergence of career education call for a broader base of accountability, a reordering of educational purposes, and of the means to achieve these more diverse goals. The following verse by Chapman and Counts, 1924, dramatizes the urgency placed upon us to do so:

"Greeting his pupils, the master asked
"What would you learn of me?"
And the reply came
"How shall we care for our babies?
How shall we rear our children?
How shall we work together?
How shall we live with our fellowman?
How shall we plan?
For what ends shall we live?"
And the teacher pondered those words and
sorrow was in his heart
For his own learning touched not these things."

WHAT IS MEANT BY CAREER?

The meaning of career education is determined by how one interprets the term career. If "career" is interpreted as a developmental process that encompasses one's total life and one's several life roles, then career education becomes a reorientation of the total educational process. If, however, career is interpreted to mean primarily an occupational pursuit, the concept of career education becomes limited to one's occupational life role (Pritchard, 1973). This paper defines the term "career" broadly as a purposeful life pattern of work-related activities and assorted life styles.

The word career in this context means more than simply pursuing an occupation, being employed, or holding a job. It implies that:

1. A career as a mission in life influences and serves to integrate other arenas of life.
2. A career may or may not be a paid activity.
3. Career does not denote a given educational level. A career

may demand considerable preparation and skill or involve activity demanding little training and less sophisticated skills.

Career development, therefore, includes the continuous choices and adjustments an individual has to make throughout his life with regard to education, employment, and/or voluntary work as those decisions relate to present and future options and their associated life styles.

WHAT IS CAREER EDUCATION?

If the term "career" indicates a purposeful life pattern, then the term "career education" implies a long-range educational process that facilitates the career development of students, and the knowledgeable planning and implementation of career choices designed to promote a satisfying and productive life style. This process involves self-discovery, self-determination, and the acquisition of competencies necessary for goal achievements. Thus, career education connotes the development of values consistent with one's needs.

WHAT IS CAREER EDUCATION, OPERATIONALLY?

Not only has career education often been narrowly defined, it has been even more narrowly translated into revised or new educational practice. This writer claims no immunity in his own works to this criticism. Since many of the concepts underlying career education are not that new, many individuals and groups tend to grasp the familiar aspects and translate them into operation without ever grasping the total set of concepts. Career education implies a global change regarding both educational outcomes and process. Too often, however, it becomes limited in practice to the areas of experience and expertise of the particular group that seizes the initial leadership, weakening the potential for comprehensive educational improve-

ment through career education.

To some educators, the fundamental purpose of career education would result in all students leaving schools with skills necessary for entering productive work and that all curriculum and educational experiences should be geared to this end. Career education does include acquiring job skills, but it also includes a commitment to total education for all, with each student acquiring particular skills in the liberal arts and fine arts, as well as the practical arts. Such a broadening educational perspective would encourage students to perceive themselves in a variety of life roles, to experience both internal as well as external types of satisfaction, to understand the many types of needs that motivate them, and to discover through experience the many life activities through which these needs can be met. The fine arts and liberal arts cannot be reserved for the elite. Through the liberal and fine arts students develop an understanding of human values and needs, thus, enabling them gradually to shape individual values beyond the limitation of the immediate socio-economic and psychological orientation.

Many community leaders limit their operational interpretation of career education as something to be done to students in the school setting to get them ready for work involving the use of the community for a tour and/or of community personnel as resource people at school. However, rather than limiting the educational setting to the school and the classroom work of teachers, career education calls for new attitudes and values about where and under whom education occurs. Career education will fail unless the home and community become equal partners in the delivery of the educational process. The home and community provide learning laboratories for the skills of living in the adult world. The school must be ready to give

equal recognition and credit to learning acquired outside the school. Only as the formal learning environment extends beyond the school to include the student's interaction with a variety of adults in various life roles will self-discovery and self-determination become realistic processes in education. Education for the sake of further education will no longer suffice. Our purpose must be extended to school learning with a variety of life experiences.

To many vocational educators, career education means to explore the real world, to get "hands on" experiences. Certainly without this, career education is a hollow exercise in rhetoric, another program "telling" the student what it's like to be adults. But, in addition to "hands on" experiences, career education should place a major stress on the development of self concept in the context of the several life roles. Career education should not be limited to the traditional concepts of awareness, orientation, exploration, and preparation, as they relate to the work roles but should include awareness, orientation, exploration, and progressive practice in developing the career aspect of self. At each educational level, the home and the community can be utilized to help students explore and clarify self concepts. Experiences in these settings must be followed with appropriate feedback to give the student the understanding and the vocabulary needed to clearly define one's career self. It is vital that the feedback encourage the student to analyze the experiences rather than having these experiences analyzed by someone else.

Some general educators interpret career education to mean a special unit or course on occupations taught by the English or social studies teachers. Such activities can and do add to the overall career education effort, but may affect little change on the basic cognitive nature and

structure of the learning process, which for many students never merges together into the development of a meaningful sense of self. Career education must result in the young person being provided experiences in which the knowing, doing, and feeling components progress simultaneously. This is often accomplished when the liberal arts, fine arts, and practical arts are integrated into learning experiences involving the commitments of the total education community. The community offers a rich resource for learning. If experiences are properly selected, they can serve to facilitate the student's mastery of cognitive learning appropriate for a given grade level. The student makes application of math, science, and communication skills in designing, planning, selling, making, creating, helping, and other such life-related activities. Instead of solving hypothetical problems, the student actually uses academic concepts and skills in meeting real needs in the real world. For many, this may very well open a new vista that connects school with life and enables individuals to emerge from the passive and isolated student role into productive and important community participants. Furthermore, experiential based and student centered learning can serve to facilitate the discovery and understanding of self, provided students are given the opportunity, assistance, and encouragement to personalize and interpret such experiences.

The content of career education is sometimes limited to teaching about the world of work. Such content is a vital part of career education; however, career education has content and goals that go far beyond occupational information. Career education is an intervention strategy that begins early in an individual's life and is designed to influence the quality of each individual's self and career development.

Tennyson, Klaurens, and Hansen (1970) after an extensive review of child development, career development, developmental psychology, and self-concept research literature identified a series of major career development goals for the primary, intermediate, junior high, and secondary school. A listing of these broad career development goals is presented in Chart I. From these goals can be generated learning objectives, learning experiences, and content that go far beyond increased knowledge about the world of work. Mastery of career development processes presented in Chart I will enable the individual to develop some control over his life. In initiating curriculum development efforts to achieve these goals, it should be remembered that individuals will master these goals at different rates. The range of individual difference will require a variety of career development learning experiences.

CHART I

MAJOR CAREER DEVELOPMENT GOALS

PRIMARY YEARS K-3	INTERMEDIATE YEARS Grades 4-6	JUNIOR HIGH YEARS Grades 7-9	SECONDARY YEARS Grades 10-12
Awareness of self	Developing a positive self-concept	Clarification of self-concept	Reality-testing of a self-concept
Acquiring a sense of control over one's life	Acquiring a discipline of work*	Assumption of responsibility for career planning	Awareness of preferred life-style
Identification with worker	Identification with the concept of work as a valued institution	Formulation of tentative career goals	Reformulation of tentative career goals
Acquiring knowledge about workers and their life style	Increasing knowledge about workers	Acquiring knowledge of occupations and work settings	Increasing knowledge of and experience in occupations and work settings
Acquiring interpersonal skills	Increasing interpersonal skills	Acquiring knowledge of educational and vocational resources	Acquiring knowledge of educational and vocational paths
The ability to present oneself objectively	Acquiring a sense of control over one's life	Awareness of decision-making process	Clarification of decision-making process as related to self
Acquiring respect for other people and the work* they do both for remuneration and non-remuneration	Valuing human dignity	Acquiring a sense of independence	Tentative commitment within a changing world
			Acquiring job entry skills

Source: Tennyson, W. Wesley, Mary K. Klaurens, and Lorraine S. Hansen. The Career Development Program. Unpublished paper, College of Education, University of Minnesota, October 1970.

*Note: The word "work" will be used in the remainder of this prospectus to mean any purposeful activity, whether for remuneration or not.

The question "Who directs and gives leadership to career education?" has as many answers as individuals asked. The previous discussion suggests a comprehensive and integrated approach to career education, drawing upon

the strengths of general education, vocational education and guidance. Depicted in Chart II this leadership design creates a sequential, comprehensive and integrated career education program at each educational level. It seems likely that career education can best be accomplished by leadership teams composed of vocational educators, counselors, and academic teachers. Integrating the strengths of these groups into a synergistic effort would overcome many of the present limitations of each group working alone. Such an approach relies heavily upon and obviously has implication for counselors' behavior.

CHART II

MAJOR CHARACTERISTICS OF PRESENT CAREER EDUCATION APPROACHES

	GENERAL EDUCATION	VOCATIONAL EDUCATION	GUIDANCE
SKILLS	Academic subject matter as it relates to occupational terminology	Job skills development "Employability" emphasis	Self-understanding Decision-making
	"Knowing"	"Doing"	"Feeling"
ACTIVITIES	Vicarious experiences, e.g., reading out of a book	Work tasks, real and simulated, relating vocational theory to practice	Counseling Role-playing groups Field trips
PERSONNEL FOCUS	Academic classroom teacher	Vocational instructor	Counselor as a resource
STUDENT OUTCOMES	Prepared for further education	Trained for a specific skill Make an informed occupational choice	Psychologically and emotionally prepared for work Make a considered career choice

THE COUNSELOR AS A MEMBER OF THE CAREER TEAM

The concept of career education as set forth in this paper presents the assumption that career education will increase student options. This outcome depends to a large degree upon the leadership provided by the school counselor. Counselors have long advocated that the central aim of education must be to increase the individual's freedom to consider, choose, and manage his own life.

Options in this context would be defined as a range of alternative decision patterns which individuals perceive as being available and possible for him at given decision points. This definition places emphasis on both the breadth of alternatives available at a given point in time and on the choice patterns to which each might lead. This will enable individuals to operate in the present with an understanding of what might eventually be possible at a future point. Certain options can be perceived as possible for some students only if the barriers of social sanction, ignorance, and individual perceptions are altered through new knowledge, experiences, and reflection. As a minimum, career education should increase students' educational, employment, and life style options.

In terms of educational options the options must become more than a choice between a college or vocational curriculum or a choice among different types of post-secondary institutions. Each student must have the opportunity to explore, to select, and to pursue an educational program designed to their needs, desires, values, and abilities. Educational options must allow for a variety of approaches to learning, for flexibility in terms of setting, and for individualized educational patterns.

In regard to life style, individuals must become aware of the range of possible life styles available to consider both the personal and

financial trade-offs and compromises that must be made to achieve a given life style.

Employment options must be viewed in terms of life patterns. Individuals from the several socio-economic subpopulations and women must come to perceive that it is possible for them to enter and pursue a much broader range of employment patterns.

For career education to result in increased options for students, the counselor's operational role must be consistent with the theoretical role that is projected in the literature. That is, counselors must spend more time facilitating each individual's discovery of his needs, desires, and values through the modification of the school curriculum to the individual rather than assisting the student to adjust to the rigid school structure. The shift from a concept of the school as being fixed to one of being dynamic implies two major thrusts for school counselors. First, setting into motion those educational experiences that provide the individual with both the basis and skills for choosing; and second, facilitating the modification of the school so that choices can be operationalized.

As individuals progress through the educational continuum, they should be increasingly allowed to make more decisions about their education. Individuals can exercise increasing autonomy to choose as they gain in self-determination and respect for others. Behaviors resulting from these attributes are more likely to occur when counselors systematically and purposefully seek ways to encourage their development.

One of the ways in which counselors can broaden individual alternatives is through intervening into the existing curriculum at all levels. This includes assisting teachers to integrate career development goals and learning activities into the existing curriculum as well as stimulating

and assisting with increased experiential learning that encourages self-understanding. The counselor, by spending an increased amount of time working with individual teachers or with interdisciplinary teams of teachers, can help to create a school climate that places value on the contributions and uniqueness of each individual rather than a system which absorbs students into a college curriculum, vocational track, or debasing ability level. Certainly one of the counselor's functions would include marshalling the resources of the home and community so that the experiential basis of students can be expanded. The counselor can do much to influence the school curriculum in terms of broadening rather than narrowing the student's perceptions of what is possible for him.

Another way in which the counselor can increase the students' alternatives is to deploy a strategy through which the counselor works more systematically with students within the school curriculum. As students expand their base of experiences and knowledge, they will need opportunities to reflect upon these experiences and internalize the meaning for themselves. This could be accomplished by increasing at all levels scheduled group guidance sessions as part of the curriculum offerings. The length of these sessions may range from five days to several weeks, having the effect of moving the counselor out of the office into a classroom and into the school curriculum. It would certainly enable the counselor to have a much better understanding of the educational needs of each student.

Students can take greater responsibility in blending existing curriculum options into new combinations that lead to personal goals, in progressing at individual rates, in pursuing individually appropriate learning styles only when the school is perceived as being designed to meet individual student needs. The counselor's role must be one of clarifying choices and

actively working with others to develop and arrange the curriculum so that students can achieve individual goals. The concept of career education suggests a number of possible modifications needed in the curriculum structure.

One would be the replacement of the tracking system with a system that would enable each student to design a curriculum pattern in terms of his goals, giving the educational experience new meaning. Further, the concept of a dynamic individualized curriculum pattern will require a comprehensive array of resources to be made available to the student for learning purposes. This will necessitate the use of both school, home and community resources and the willingness to give equal credit and recognition for learning acquired regardless of the setting or personnel. This will necessitate that some formalized listing of offerings be developed that includes those beyond the school. Further, counselors must be sensitive to students' goals that cannot be met through existing offerings and take the responsibility for working with the educational structure and other personnel to create the new learning opportunities. Only then can increased student options become a reality.

SUMMARY

The assumption has been made that career education will result in a broadened educational perspective if it is concerned with the total development of all students, if it broadens the formal educational setting to include the home and community, if it includes systematic attention to career development goals, if it integrates learning around existing life problems and roles, and if the educational community can create leadership patterns that meld together the strengths of existing thrusts within

education. Further, it has been suggested that the school counselor is an important member of the educational leadership team and that for career education to have maximum impact on increasing student options, the counselor must assume a major role in influencing the school curriculum.

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CAREER DEVELOPMENT AS SELF-DEVELOPMENT: BEYOND CAREER EDUCATION

L. Sunny Hansen

Professor, Educational Psychology
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My major purpose in being at this conference is to share with you some ideas about career guidance, career development, and career education of men and women which hopefully might assist counselors in clarifying their responsibilities in career education. It is my objective to present a focus which will help guidance workers shape and perhaps reshape the direction of career education in this country.

The need for career guidance becomes more visible as we see the changing meanings of work and leisure in the human experience; the changing composition of and opportunities in the labor force; the problems associated with high school and college dropouts and even "corporate dropouts;" and the information deficit in which individuals do not have adequate information about self, about options, or about career decision-making processes.

The Project Talent follow-up data reflected an increased interest in career planning for both boys and girls and a growing need for assistance in this area (Flanagan and Jung, 1971). The recent American College Testing Program (ACT) study revealed that more than three-fourths of the nation's high school juniors and nearly as many eighth and ninth graders would like help with career planning. More than 85% of the juniors recognized that it must begin before the final year of high school, and only 50% felt that

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A paper presented at the Invitational Career Guidance Conference, University of Maine, Orono, Maine, May 30-31, 1974.

the school had provided help in this area (Prediger, Roth and Noeth, 1973). A needs assessment undertaken by Mesa, Arizona, schools revealed high priority for career development needs in the broad sense (Mesa Public Schools, 1973). The increasing needs for guidance of midlife career changers, re-entry women, and the aging also point to this growing need for effective career guidance delivery.

My choice of title is deliberate. If there is a major contribution that guidance can make to career education to move it beyond its present state, it is unifying our academic, vocational and guidance efforts around the individual and his or her needs. This is a self-development or guidance approach to career education, a position totally consistent with counseling which has had at the core of its functions concern for the individual.

Some of the recent literature suggests that career development is one of five or six components of a career education program. The NVGA Commission on Criteria for Career Guidance Programs (Bruce and Collision, et al, 1972) suggests a general systems model in which career guidance is a separate program (ancillary again) parallel with instruction. Some career education models have paid little attention, if at all, to career guidance and counseling--possibly because many of these models are being developed by non-guidance personnel who understandably may be more familiar with the work world than with the fields of developmental psychology, guidance theory, or career development.

The question of definitions becomes extremely important because if we believe the artistic dictum "Form follows function," we know that the form career education programs take is determined by what one perceives its function to be. For example, if one defines career education as "education

for work," the implementation strategies or delivery systems used will be different from a definition that says career education starts with the career development of human beings. What I would like to suggest is that we as guidance and counseling persons are the most logical ones to assume leadership in assuring that career education moves beyond its present narrow preoccupation with occupational information to a broader self-development definition; to a position which says that occupation is only one part of career and that the work world can be used as a vehicle for self-clarification, not just of the worker role but of the other roles and values important to individuals such as those in family, community, and leisure.

PHILOSOPHICAL POSITIONS

There are honest differences among educators about what career education is. Looking at what is happening across the country, one can identify at least four philosophical persuasions on a narrow-to-broad continuum.*

Position One says that career education is vocational education. While few would philosophically defend this view, it has emerged as a dominant characteristic of many programs which emphasize a separate center approach reflected in vocational centers, learning centers, and placement centers.

Position Two suggests that career education is education for work. Although the USOE Deputy Commissioner for Career Education has defined it in this way, he says work is "a conscious effort to produce something of benefit for oneself and/or others" (Hoyt, 1974) and that it thus includes

*The author is grateful to Norman Gysbers for stimulating her to examine several positions.

such unpaid work as that of homemaker and volunteer. Programs reflecting this view, however, have emerged as essentially occupational information ones built around the fifteen families or clusters of occupations.

Position Three has career education beginning with a focus on self. It suggests that while work is important, work is only one way in which the individual interacts with the environment. It can be used to help a person clarify his or her values and needs--for status, money, power, security and the like--in relation to the roles in family, community, and other aspects of life. It suggests that the content of self is the focus of curriculum and that learning experiences can be created in all subjects to help relate the content of disciplines to the personal development of the individual. Programs reflecting this philosophy are scarce; but where they are emerging, they appear to have major inputs from counselors.

Position Four says that career education is total education and that all of curriculum needs to be refocused on the life careers of human beings. It would mean a major restructuring of curriculum, and schools committed to this view would probably require the greatest amount of curricular revision, organizational and attitude change.

While this is a greatly oversimplified explanation of each position, it serves to remind us that those involved in career education are not all of one persuasion.

COUNSELOR INVOLVEMENT

The nature of counselor involvement in career education will also be influenced by the dominant philosophical view. Just as we assume from the outset that teachers are involved in career development, whether consciously or not, we assume that counselors, both consciously and unconsciously, have

been "doing" career guidance--perhaps not always effectively and perhaps not as much as some would like--but that is one reason that we are looking for better delivery systems. Career education offers an opportunity for guidance content to enter the mainstream of curriculum in areas that counselors long have been concerned about, such as self-clarification, value identification, affective education and career decision-making.

It seems to me that positions three and four are the most congruent with guidance philosophy and its concern about self-actualization and freedom of choice among a variety of life options and patterns. I would also like to offer for consideration the proposition that counselors can best enter the system with the self, an approach that begins on a solid rationale and conceptual framework of human development and career development. Although the field of career development is still an unfinished business, we know considerably more today about the development of occupational roles and motives in children and youth than we did twenty to thirty years ago. We are learning more about adult career development, for both men and women. There is a growing body of literature on female growth and career development and a beginning interest in the other end of the life cycle, the senior citizen. What has been neglected in many career education programs is this body of knowledge of vocational psychology, developmental psychology, and career development which can provide a human-based rather than world-of-work-based fulcrum for our guidance and instructional efforts at different life stages.

A SELF-DEVELOPMENT MODEL

I would like to suggest that a guidance-based or self-development model of career education has several characteristics. I offer them in no sense

as the "final word" but rather as a baseline for program development.

1. A self-development approach takes into account the changing nature of both individuals and environment and the concurrent need for flexible and adaptable human beings. The futurists, the manpower analysts, and the career development theorists all offer support for this criterion. The changing labor market, the predictions about the role of work in the future, the changing work ethic, and the mid-life career shifts all provide food for thought here. There is increasing recognition of the lifelong nature of career development. Indeed, the skills needed to cope in the year 2000 may be very different from the skills of the 1970's, just as the skills of 1970 are different from those of 1900. The developmental tasks which individuals need to master may be very different in a society in which there are alternate family structures, nontraditional life styles, energy shortages, shortened work weeks, and cable TV, video tapes, and computers as part of daily life.

2. A self-development approach is built on a sequential set of K-adult objectives to expose all individuals to a wide spectrum of career development information, knowledge, skills, and attitudes. This would include objectives in such basic areas as 1) self, 2) educational, occupational, family and leisure alternatives, and 3) career decision-making processes. Such objectives would include not only logical, objective job task and worker requirement data but such content as value clarification, psychosocial aspects of work environments, manpower and womanpower trends, the changing meanings of work in life, and changing roles of men and women in work and family. Any set of objectives can serve only as a data bank and must be adapted to local needs, individual learning styles, and varied career maturity levels.

3. A self-development approach provides a coordinated set of experience-based strategies and delivery systems for achieving developmental goals. Instead of a singular focus on occupational information through clusters, or a one-shot occupations unit, career day, or fifteen-minute terminal counseling interview, it provides for a variety of delivery systems, individualized and group, which include career-oriented lessons, guidance modules, units within courses, interdisciplinary units and courses, and elective courses such as Creative Life Management or Psychology of Careers. Exploratory work experience and community involvement programs, paid and unpaid; exploratory multi-media techniques such as interest inventories, simulations, kits, and film segments (possibly organized into a career resource center) will also support the program. The use of nontraditional role models; individual and group counseling, such as strength groups and personal growth and career assessment groups; peer counseling to raise self-concepts and aspirations; cross-age teaching from nursery school children to senior citizens; hands-on experiences integrating academic and technical activities; independent or self-directed study; and educational and vocational placement are additional procedures that counselors could utilize.

4. A self-development approach also attends to the career needs of and career development of faculty. This means that faculty skills, talents, and expertise are identified and utilized, leadership is shared, creative efforts are recognized, and rewards and incentives are provided. This recognizes that faculty, too, are human beings whose career development is also important and in bringing about improved career guidance programs their needs also have to be dealt with. It requires attention to the change

process and its impact on faculty as well as on students and parents.

5. A self-development approach provides for community orientation to and involvement in the career development program. If parents are the major influence on career aspirations, motivations, and attitudes, it is imperative that they be oriented to the new knowledge, goals, and broad concepts of career development and ways in which they as parents can help facilitate the positive growth process, especially in K-12 programs. Similarly, if business, labor, and industry are going to be a part of the career education effort--and it seems essential to me that they are--they must be exposed to the concept and ways in which school and community can cooperate to promote the career development of youth. The community needs to be made aware that career education is not a plan whereby the schools are trying to meet manpower distribution requirements or to merely prepare individuals for work or to socialize them for the corporate structure, but rather to assist them in their search for self, for meaningful ways to relate to society and to provide them with lifelong career decision-making skills to do so.

THE CDC CURRICULUM

What I would like to do now is briefly describe a conceptual career development curriculum model which I have been developing with my colleagues, Wes Tennyson and Mary Klaurens, over the past five years. I present it because it illustrates a broad self-development framework for guidance practice which has not always appeared in some of the world-of-work-oriented models. I believe that this kind of approach to career education offers a beginning framework for guidance practice which can be both liberating and humanizing--liberating in the sense of opening up more options, opportunities, and

FIGURE 1

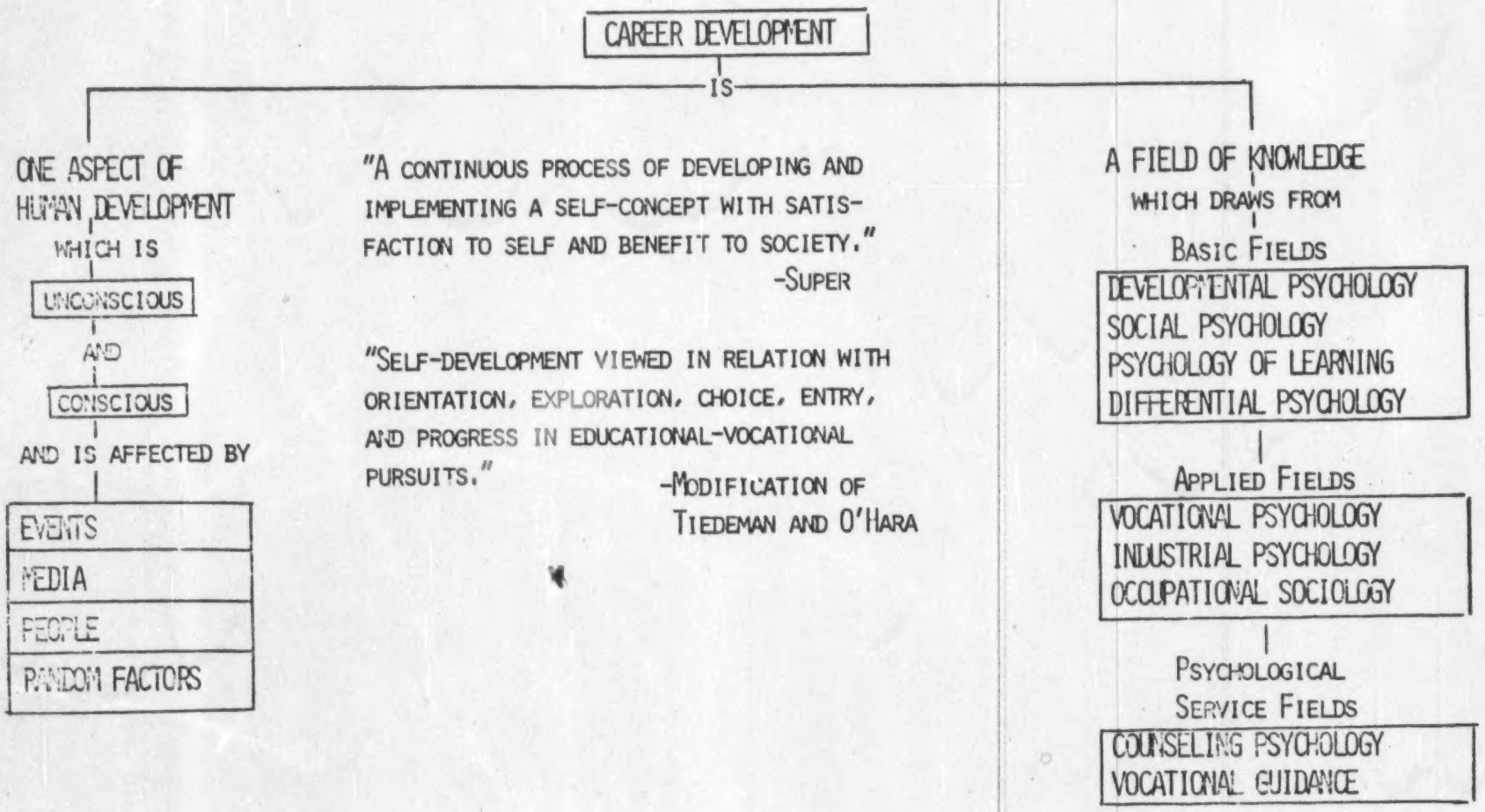

CAREER DEVELOPMENT
IS
ONE ASPECT OF HUMAN DEVELOPMENT
WHICH IS
UNCONSCIOUS
AND
CONSCIOUS
AND IS AFFECTED BY
EVENTS
MEDIA
PEOPLE
RANDOM FACTORS
"A CONTINUOUS PROCESS OF DEVELOPING AND IMPLEMENTING A SELF-CONCEPT WITH SATISFACTION TO SELF AND BENEFIT TO SOCIETY."
-SUPER
"SELF-DEVELOPMENT VIEWED IN RELATION WITH ORIENTATION, EXPLORATION, CHOICE, ENTRY, AND PROGRESS IN EDUCATIONAL-VOCATIONAL PURSUITS."
-MODIFICATION OF TIEDEMAN AND O'HARA
A FIELD OF KNOWLEDGE
WHICH DRAWS FROM
BASIC FIELDS
DEVELOPMENTAL PSYCHOLOGY
SOCIAL PSYCHOLOGY
PSYCHOLOGY OF LEARNING
DIFFERENTIAL PSYCHOLOGY
APPLIED FIELDS
VOCATIONAL PSYCHOLOGY
INDUSTRIAL PSYCHOLOGY
OCCUPATIONAL SOCIOLOGY
PSYCHOLOGICAL SERVICE FIELDS
COUNSELING PSYCHOLOGY
VOCATIONAL GUIDANCE

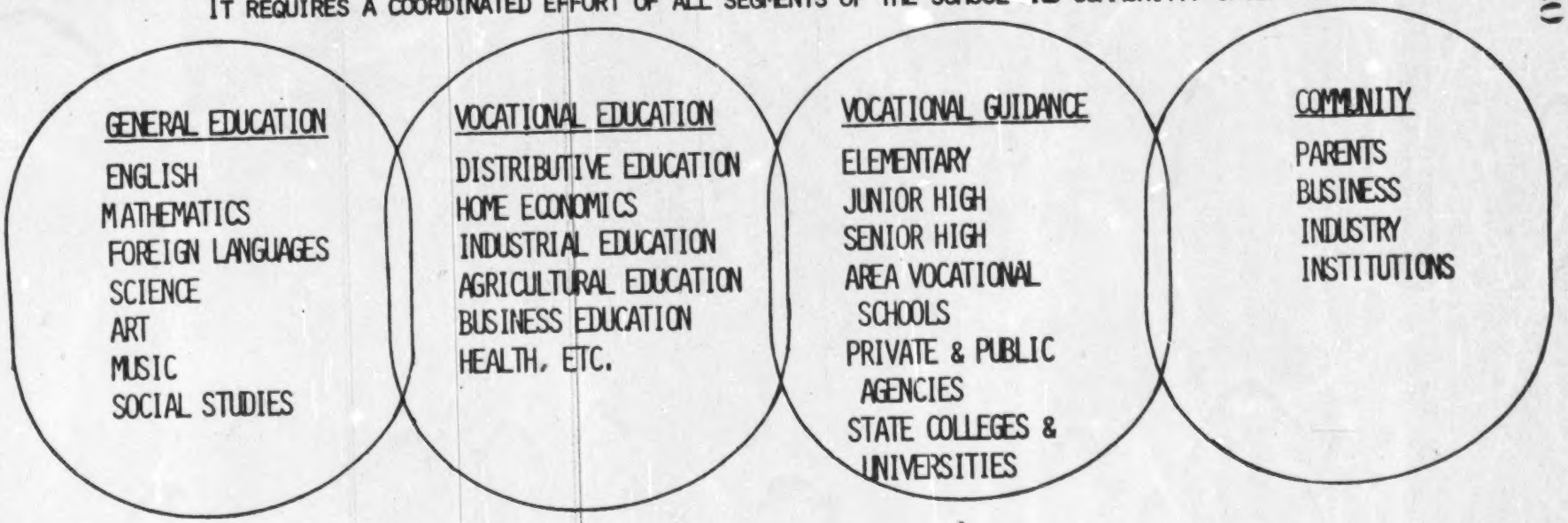
FIGURE 2

CAREER EDUCATION

IS

A CONSCIOUS ATTEMPT TO SYSTEMATICALLY FACILITATE AN INDIVIDUAL'S CAREER DEVELOPMENT, K-ADULT, THROUGH THE SCHOOL SYSTEM AND THROUGH COMMUNITY

IT REQUIRES A COORDINATED EFFORT OF ALL SEGMENTS OF THE SCHOOL AND COMMUNITY, INCLUDING



freedom of choice for all segments of society; humanizing in that it will put the curriculum focus on the individual and his or her needs and values.

In our conceptualization, we have been strongly influenced by Super, Tiedeman, and other career development researchers. Super's (1953) definition of vocational development as "a continuous process of developing and implementing a self concept, with satisfaction to self and benefit to society" is as viable today as it was in the early fifties. His view of career as embracing the major roles one occupies in a lifetime--family member, student, and worker (1971)--suggests that school is part of one's career and, more important, that the "job" of student should be meaningful, joyful, growth-producing. We have also drawn from Katz (1973) who says that the basic choices of work and non-work are choices among value systems--and further--that each individual makes self appraisals, evaluates past performance and predicts future performance, and his decisions and plans express his self concept.

We view career development as a process, a central part of human development which occurs whether we do anything about it or not; career education is what we do about it--the teaching, counseling, and community strategies we create to facilitate that development. It involves all parts of the school system, as well as the community.

Vocational life stages--of growth, exploration, establishment, maintenance, and decline--and the developmental tasks associated with them help form the rationale for our approach. Our self-development model has attempted to provide career education with a much broader framework than occupational clusters or world-of-work information. It should be noted that while the USOE Comprehensive Career Education Model (1972) has eight elements, including

self awareness, it has emerged largely with an education for work function with its primary focus on economic man. We have cast our framework into ten dimensions which could be interpreted as broad instructional goals. They are listed in Figure 3.

Figure 3

DIMENSIONS OF CAREER EDUCATION

The student will:

1. identify values, interests, abilities, needs and other self characteristics as they relate to occupational roles (self dimension).
2. explore occupational areas and describe opportunities, potential satisfactions, required roles of workers and other related dimensions (occupational information dimension).
3. describe the psychological meaning of work and its value in the human experience (psychology of work dimension).
4. describe modern work structure, and work environments, and organizational characteristics (organizational dimension).
5. tell how the individual's role in work is tied to the well-being of the community (social contribution dimension).
6. demonstrate planfulness in striving to achieve occupational goals and objectives (planfulness dimension).
7. demonstrate through work-relevant behavior that one is acquiring a concept of self as a productive person in a work-centered society (work ethics dimension).
8. describe that relationship which exists between basic skills, marketable skills, and interpersonal skills and the jobs one can reasonably aspire to in adult life (school-work relationship dimension).
9. demonstrate possession of a reasonable degree of basic skills, knowledges, and behavioral characteristics associated with some type of work or occupational area (occupational preparation dimension).
10. demonstrate through work-relevant behavior an ability to learn, adjust to, and advance in one's chosen occupation (work adjustment dimension).

Drawing further from the work of Piaget, Havighurst, Erikson, Super and others, we have defined a set of sequential developmental tasks and

have translated these into performance and enabling objectives. It is from this kind of conceptual base that local needs assessment could be conducted, priority needs and goals established, and learning activities and delivery systems developed. Our revised developmental tasks are presented in Figure 4. The rationale for the selection and placement of the developmental tasks has been fully delineated elsewhere (Hansen, Klaurens, Tennyson, 1973).

This conceptual model clearly supports our view that career development and personal or self-development are part of the same package, a position which emerged out of an awareness that many individuals have not achieved the elusive goal of self-actualization partly because we have not adequately helped them to work out the relationships between them and their society. We have translated our CDC objectives into several learning packages designed as teacher guides to facilitate mastery of the developmental tasks--senior high packages which represent a self-development context for career education in such titles as "Life Styles and Work," "Self-Concept Exploration," "Women and the World of Work," "Value Identification," "Occupational Satisfactions and Rewards," and "The Social Contribution of Work." At the junior high level we have under development "Career Development through English, Home Economics, Social Studies, and Industrial Arts" (in press). It is intended that these sequential learning activities, designed to promote vocational maturity, might be incorporated at different levels and in diverse subjects so that by the time a student completes high school, he or she will have had a systematic set of career development experiences tied to developmental tasks and a data bank of objectives--not rigidly prescribed but adapted to individual needs, learning styles and

Figure 4

THE CDC VOCATIONAL DEVELOPMENT TASKS

Vocational Development Tasks of the Primary Years

1. Awareness of self
2. Acquiring a sense of control over one's life
3. Identification with workers
4. Acquiring knowledge about workers
5. Acquiring interpersonal skills
6. Ability to present oneself objectively
7. Acquiring respect for other people and the work they do

Vocational Development Tasks of the Intermediate Years

1. Developing a positive self concept
2. Acquiring the discipline of work
3. Identification with the concept of work as a valued institution
4. Increasing knowledge about workers
5. Increasing interpersonal skills
6. Increasing ability to present oneself objectively
7. Valuing human dignity

Vocational Development Tasks of the Junior High Years

1. Clarification of a self concept
2. Assumption of responsibility for vocational planning
3. Formulation of tentative career goals
4. Acquiring knowledge of occupations and work settings
5. Acquiring knowledge of educational and vocational resources
6. Awareness of the decision-making process
7. Acquiring a sense of independence

Vocational Development Tasks of the Senior High Years

1. Reality testing of a self concept
2. Awareness of preferred life style
3. Reformulation of tentative career goals
4. Increasing knowledge of and experience in occupations and work settings
5. Acquiring knowledge of educational and vocational paths
6. Clarification of the decision-making process as related to self
7. Commitment with tentativeness within a changing world

maturity levels--experiences which will help the individual clarify his or her goals; obtain the skills, knowledge and attitudes to achieve them; to evaluate oneself, one's values and one's self-definition in relation to society. This model uses the total work community as a vehicle for self-exploration and moves us toward a concern for total curriculum based on human needs. Rather than improving subjects by bits and pieces, as was done in the early sixties, it brings us closer to what Goodlad (1968) has called a "humanistic curriculum" based on human needs and values.

CAREER DEVELOPMENT OF WOMEN

And what does all this mean in relation to self-development needs of women? How can these ideas be modified to meet their unique career needs? The conceptual model and strategies described are intended to enhance career development and promote career maturity in both boys and girls. While they need to be field tested and evaluated, the integration of such guidance content into the regular school program holds promise for achieving some of our humanistic goals. Yet, I would argue that some special focus on the career planning process for women is justified at this point in time. Perhaps in another ten to twelve years, after students have experienced well-integrated programs, such attention will not be necessary. In the remaining time, I would like to address myself to the career development of women and what we in the counseling profession can do about it.

FEMALE CAREER PATTERNS

There is no full-blown theory of female career development. While most of the career development literature has dealt with male populations, Super in 1957 postulated a "Logical Scheme" of women's career patterns. He identified seven kinds of female patterns, including what he labels the

stable homemaking, the conventional, the stable working pattern, a double-track pattern, the interrupted pattern, the unstable pattern, and the multiple trial pattern. The first attempt of any major theorist to direct his attention toward female participation in the world of work, he prefaced his schema with the statement, "Woman's role as childbearer makes her the keystone of the home and, therefore, gives homemaking a central place in her career" (1957).

Others have also offered descriptions of women's careers by socio-economic divisions. In 1968 Psathas suggested the importance of cultural and situational factors and chance elements in the environment which limit women's freedom of vocational choice. Anastasi (1969) identified the blue-collar pattern, the active volunteer, the interim job, the late-blooming career, and the double-life pattern. Zytowski (1969) beg. his "contribution toward a theory" with the assumption that the mo 1 role of woman is home-maker. He then identified three factors which affect female vocational development: 1) age of entry into an occupation, 2) span of participation, and 3) degree of participation. Combin ions of these elements yield three different vocational patterns: 1) the n vocational, 2) the moderate vocational, and 3) the unusual.

These theories are important not becaus hey provide the last word on women's career development, but because they op the doors to research and provide some beginning attempts to understand wom n other than traditional stereotypic roles. They also offer support for the is that women's life patterns are not uniform and that a variety of life st is possible for women as well as for men.

There is another growing body of literature on women's growth and development that offers some startling evidence of limits on that growth.

Although there is not time to summarize them here, the studies of early sex role socialization present convincing evidence of the programming of boys and girls for prescribed roles (Hochschild, 1973; Hartley, 1960; Maccoby, 1966; Weitzman et al, 1972). The textbook messages are clear: boys are active, outdoor, strong breadwinners; girls are passive, dependent homemakers; boys need to be able to be smart, to take care of themselves, boss, do a variety of jobs; girls are to stay behind, watch, wait, work puzzles, help boys, and stay home. One book about girls shows a dejected little girl sitting on the steps asking, almost plaintively, "What can I do?" The parallel book about boys shows a standing, active, happy boy saying, "What I can do." Girls grow up narcissistic, asking, "How will I look? What will I wear?" Boys learn early that they can be, as one pre-school book for four-to-six-year-olds suggests,

> "A pirate, a sailor, a gypsy, a knight
> An actor, a cowboy, a king.
> I'll be strong, it shouldn't take long,
> I'll be five by spring."

FEMALE SELF-CONCEPTS AND ASPIRATIONS

And what does this early conditioning do to girls' self-concepts and aspirations? Matthews and Tiedeman (1964) found that girls who had expressed strong vocational goals in the junior high had shifted to marriage goals in the senior high, although the more recent study by Rand and Miller (1972) suggested that a new cultural imperative for women was being expressed in the options perceived by girls in junior high, senior high, and college--that of the dual role of career and marriage. Other studies have cited girls' lack of vocational goals and realistic planning (Lewis, 1965; Zytowski, 1969), though more recent studies such as the follow-up study on Project Talent population reveal girls as showing more concern for career

planning and wanting more control over their own lives (Flanagan, and Jung, 1971).

Horner's widely quoted studies of academically talented college men and women found that the females, asked to complete a story about "Anne, who was graduating at the top of her medical class," revealed all kinds of "fear of success" themes--fantasies that it couldn't be true; having Anne drop to eighth in the class and marrying the boy at the top; seeing her as an acne-faced bookworm experiencing feelings of rejection, loneliness, and doubts about her femininity; having her see a counselor who suggests that she try nursing, and the like. The girls simply could not cope with the image of Anne as a person who might be able to have a successful marriage and career. In separate studies, Rosenkrantz (1968) and Smith (1939) both found that girls tend to devalue themselves, other girls, and female accomplishments and that both boys and girls value males more than females. In a study by Broverman et al (1970), mental health practitioners (psychologists, social workers, etc.) were asked to describe a mature, well-adjusted woman, and a mature, well-adjusted person. The descriptions for the well-adjusted person and well-adjusted man coincided. However, the description of the well-adjusted woman showed her as more submissive, less independent, less adventurous, more easily influenced, less aggressive, less competitive, more emotional, excitable and vain, and less interested in science and mathematics. These studies seem to indicate a number of factors which mitigate against women feeling very good about themselves as achieving, motivated, participating human beings.

WOMEN IN THE WORK FORCE

What happens when we move from the theoretical descriptions of women's

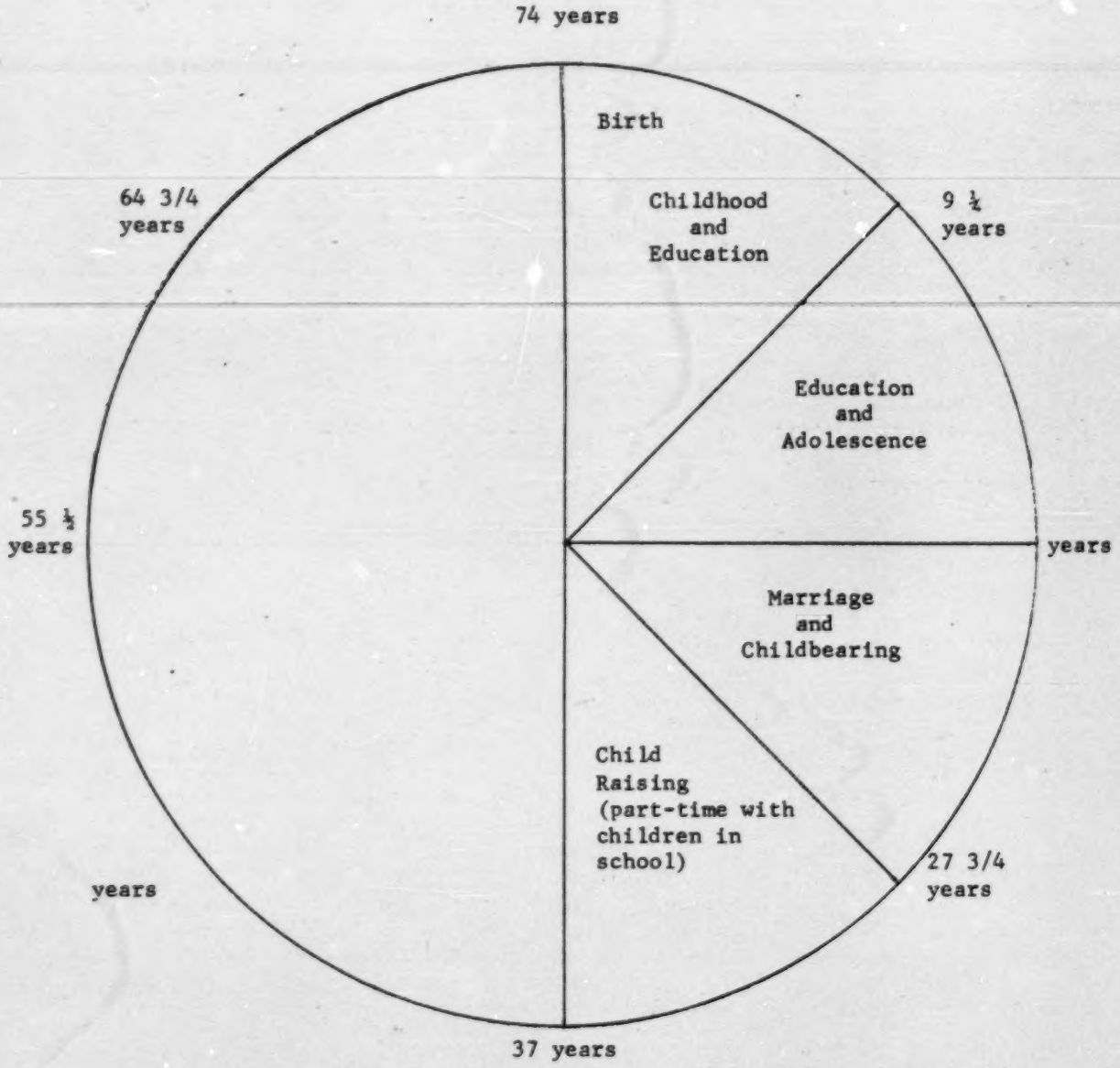
lives and the sociological and psychological studies of their self-perceptions and aspirations to the realities of their participation in the work world? Even here the data can be somewhat shocking, especially to the high school boy or girl who may find it hard to internalize the data. While there are many myths about working women, there is abundance of data available on the nature and extent of women's participation in education and work--data gathered not by the Women's Movement, but by occupational analysts in the U. S. Department of Labor. It is well-known, for example, that there are 32 million working women, comprising one third of the labor force; that 42 per cent of all women are working, over half of them married; that most women work for economic reasons; that the number of working mothers, even those with small children, has increased; and that there is an increasing proportion of female heads of household.

We are told that the average woman marries at 20, has her last child at age 26, her last child in school by 32. The average age of women in the labor force is now 42. With a life expectancy of 74 or 75, she can expect to have 30-35 years after children (if she has them) are in school to develop new meaning and interests in the second half of her life. A chart prepared by the California Commission on Women presents a typical woman's life very vividly (Figure 5). Of course there is considerable variation in these figures, dependent often on whether the woman is from a minority or poverty family, her marital status, the number of children she has, the amount of education she has, and her work motivation. But the long-range Labor Department projections are that 9 out of 10 girls will marry; 8 out of 10 will have children; 9 out of 10 will be employed outside of the home for some period of time; 6 of 10 will work full-time outside their homes for up to 30 years; 1 in 10 will be widowed before she is 50; 1 in 10 will

Figure 5

California Advisory Commission on the Status of Women

A W O M A N ' S L I F E



The blank half could be filled in with 'vegetation,' employment, political activity, community work, church or club work, etc., but should it not be filled with productivity and the utilization of talents, abilities and interests? Do people stagnate if they don't continue to grow? What happens to a woman who hasn't worked in 20 years if she is suddenly widowed or divorced at age 43? Shouldn't full-time homemaker's child-raising years be devoted part-time to continued education and preparation for the last half of her life?

039

be heads of families; probably 3 in 10 will be divorced; 1 in 5 will obtain a college degree (Impact, 1972).

One of the hard realities is that women who are working are concentrated in a few occupations, many of them low-paying, low-level, and dead-end. One-third of all working women are concentrated in seven occupations: retail sales clerk, secretary, household worker, elementary teacher, bookkeeper, waitress, and nurse. An additional one-third are found in 20 similar occupations with 3 out of 4 clerical workers a woman, and only 15 percent in professional or technical occupations. The proportion of women in professional jobs has declined in the past 30 years (Kreps, 1971).

SOCIETAL TRENDS AND CHANGING LIFE PATTERNS

A number of societal trends and changing work and family patterns have contributed to women's increased participation in work and community. While it is difficult to assess the rate and strength of movements, it seems reasonable to say that these trends are having an impact on women's career development. Let me just cite a few of them:

1) Technology, labor-saving devices, and the "decline of motherhood" as a full-time occupation;

2) Population decline and birth control with its powerful effects on norms and decisions regarding number of children;

3) The Women's Movement which has highlighted issues and concerns about equal rights in a variety of sectors and the concomitant movement for men's liberation;

4) Legislation and Federal regulations providing a legal context for improving the status of women in education and work;

5) New Life Styles and Female Sense of Identity--the movement toward a more androgynous society in which roles in work and family are shared, more family patterns are acknowledged, and women are risking different kinds of patterns and self-definitions based on their own needs.

6) Part-time jobs and day-care centers--greater availability of part-time work and more humanized day-care facilities.

7) Continuing Education with its opportunities for women to enter and re-enter education and/or work and to update or retrain for new fields.

8) Breakdown of occupational and career stereotypes, so that continuous career patterns and dual patterns are becoming more common and both male and female occupational stereotypes are being reduced.

Nonetheless, the obstacles to career development for women are real and pervasive: 1) the sex-role conditioning and socialization; 2) the role conflicts about fulfilling multiple roles in marriage and work; and 3) the focus on marriage or the prospects of marriage. It seems to me that we as educators and parents need to make our young women and men aware of the fact that life does not end at 40 and that Prince Charming is not going to take care of his Princess forever. Counselors need to be made aware of those last 25 to 35 years of a woman's life span and to do some conscious planning. Consistently studies have shown that girls lack planfulness, that they tend not to seek occupational information, and they lack realistic educational-occupational plans. If, as Katz (1973) says so well, both boys and girls "do not know what they need, do not have what they want, and cannot use what they have," we have a responsibility to help them get this information, to use it, and to internalize it in terms of their own goals, plans, abilities, preferred life styles, and self-images. The lack of work orientation is another barrier. Women are not as work oriented as men and are not expected to be. Working outside the home has not been as central to women as to men, and women are not expected to have career motives at the head of their motivational hierarchy. If they do, they are labeled odd or unusual, or a "career woman" although we rarely talk about a "career man." Concern for women's career development is not a movement to get every woman into the labor force. Rather, it is concern for her

uniqueness and individuality as a person and for her right to have some freedom of choice in personal and work life. Finally, there exists the barrier of sex-discrimination. While some of the barriers are being erased, the discrimination in the work force and in education is still very real.

WHAT WE DO ABOUT IT

One of the things we know from organizational change is that it is futile to offer solutions before people recognize that there is a problem. Unfortunately, to many parents and educators, in higher education as well as K-12 settings, concern about women's development is still a "Ha-ha." But a number of teachers and counselors who recognize the problem are trying to do something about it, both through counseling and curriculum. In his recent not-yet-final APGA Position Paper on "Counselor Role in Career Education," Hoyt identifies leadership in eliminating sexism and racism as one of six major counselor roles (1974).

A number of counselors and teachers have initiated their own efforts. For example, a third grade teacher has tried to sensitize her children to the sex-role stereotyping that pervades their readers and curriculum materials by having them rewrite their stereotyped ABC of Occupations Book. Two junior high English teachers developed a unit on Male and Female Images and had students interview workers in non-traditional occupations. A counselor and teacher teamed to develop a three-week group counseling course on "Women in the '70s." Students did values voting, awareness exercises, and were exposed to a variety of role models, e.g. the traditional homemaker, the dual career, the two-career family. A counselor created a questionnaire to help faculty look at their own con-

scious attitudes toward women's roles. Another created a model for a workshop on sexism. A number of other efforts have included shadowing, cross-age teaching, strength groups, support groups, hands-on experiences, and peer counseling. All of these suggest a variety of curriculum interventions in which many counselors have been involved. Most of these outreach programs are still piecemeal and fragmented and need persons who can provide some leadership to a coordinated, sequential program.

COUNSELING APPROACHES

In the event we perceive the problem as more than a "Ha-ha," what are some counseling strategies we can use to make a positive difference in the lives of girls? While there is not time to explain in detail, I would like to close with seven strategies related to our more traditional counseling roles:

1. We need to become aware of our own conscious and nonconscious attitudes and practices in the counseling interview.

2. We need to become increasingly aware of sex bias in tests and inventories and our own bias in interpreting those instruments.

3. We need to help both boys and girls become increasingly aware of the options available to them--in education, in occupation, in life styles, in career patterns.

4. We need to provide accurate information about trends related to male and female roles both in the work world and in the larger society.

5. We need to help boys and girls, and especially girls, learn the processes of decision-making, in order to seek the information they need, to engage in self-definition, and to get some control over their own lives.

6. We need to provide girls with a variety of role models with whom

they can identify and from whom they can learn that multiple roles are possible, desirable, and real.

7. We need to involve parents, who still have the greatest impact on children's self-concept and aspirations, in the career development process.

It is safe to say, I think, that we have just begun to chip away at the top of the iceberg of the problems of female career development. There is a lot we need to know about female career patterns, aspirations, and decisions. Yet, I think we know enough to chart some humanistic paths to the development of both sexes. There is too much that is going on today, especially regarding women, that is not career education, but career miseducation. Yes, career development as self development for the positive growth and career development of women, as well as men, is something in which we all need to invest our own creative potentials.

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THE ROLE OF ASSESSMENT IN CAREER GUIDANCE: A REAPPRAISAL

Dale J. Prediger

The American College Testing Program

The use of tests in guidance has been under fire for a number of years. Recently, however, "bigger guns" have become involved, and their aim has been getting sharper. For example, Goldman, author of a landmark volume on the use of tests in counseling (Goldman, 1971), recently suggested that the marriage between tests and counseling has failed (Goldman, 1972). Various leaders in the field of career guidance, among them Norm Gysbers, Dave Pritchard and others, have pointed out the inadequacies of "test 'em, tell 'em guidance" and the trait and factor research on which it is presumably based. Guidance leaders, in general, have become impatient with the one-shot, two-step, problem-oriented approach to the use of tests in counseling and its underlying foundation of prediction/selection-oriented measurement concepts.

As a counselor educator who taught a testing practicum for seven years, I became painfully aware of the inadequacies of current testing instruments, research, and practices. Many of these criticisms you have heard--that test use is largely based on an outmoded square peg, square hole model of career guidance; that this model is static rather than

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developmental, that it is directive and limiting rather than facilitative, and that test validity data do not justify the use of this model, even if it were desirable. Test 'em and tell 'em is not defensible. But, what are the implications? Does this mean we should not test? Certainly, that is the message many counselors are receiving.

As I pondered the problem, it appeared more and more that tests were getting a bum rap--that they were being used as scapegoats and excuses for questionable guidance practices. Recall that Frank Parsons formulated the square peg model of career guidance several years before ability tests and interest inventories existed. (Indeed, the square peg model is described in the writings of Plato.) Although this model has become almost synonymous with the guidance use of tests, counselors have readily substituted personal judgments of counselee characteristics into the square peg formula.

Are tests really the cause of poor career guidance practice, or have they merely been available? Did we get to our current state because, for many years, no one gave more than lip service to career guidance? Did counselors, operating in a professional vacuum, become too eager to use tests as a way to discharge their ill-defined career guidance responsibilities? Were they overawed by the success of testing in the personnel selection context (which, incidentally, is quite different from the guidance context)? In short, did counselors embrace the square peg model because it was the only thing available?

I believe the answer to each of these questions is, essentially, "yes." If so, it is no wonder that counselors became disillusioned with testing as we began to better understand the career development and decision-making process. Advances in career development theory and the new emphasis being placed on career guidance are causing a revolution in

career guidance practices. Certainly, a revolution is in order. But isn't blaming tests for the square peg model of career guidance akin to blaming skin color for racial discrimination? Should tests be banished forever to the Isle of Psychometrika? Or can the role of tests in career guidance be reformulated in terms of career development and decision-making concepts?

Fortunately, for my peace of mind, I had the opportunity to do some thinking about these questions in the process of writing a chapter for the recent NVGA decennial volume on career guidance. My presentation this morning will draw heavily on that paper. My goal is to re-examine the role of testing in educational and vocational guidance in light of career development theory and career decision-making theory. (By career guidance, I mean--briefly--educational and vocational guidance. But since a career encompasses a person's life, so does the career guidance to which I refer.) Later I will take a look at the role of career development measures in needs assessment and I will give a brief report on ACT's recent "Nationwide Study of Student Career Development" (Prediger, Roth & Noeth, 1973). However, my concern now, is with the traditional areas of guidance assessment, i.e., abilities and interests. I hope to show that measures of these human attributes can play a vital role in developmental career guidance.

First, however, we need to take a look at a common misconception or feeling about the use of tests in counseling, a feeling that persists regardless of the use that is proposed. We are told that somehow tests, with their associated statistics, miss the whole point of counseling--the warm, human relationship between the counselor and the counselee. Test scores are cold and impersonal, and their use will make counseling cold and

impersonal. To test is t· treat the counselee as a number, to deny the importance of the counsele as a person, and to rule out any possibility of relating to him on a per ·onal level.

Maybe so--it can be that way. But it all depends on the training, attitude, and humanity of the counselor. Test scores, by themselves, are no more cold and impersonal than a raised eyebrow. If properly derived, they communicate information--nothing more, nothing less. This information can be used in a cold, impersonal way or it can be used in a personal, helpful way. It is the counselor, however, who determines how it will be used--just as he determines how information about Johnny's home background, values, and goals will be used. Tests do not manipulate, pigeonhole, provide all the answers, or tell Johnny what to do. They do provide information--information a counselor can use in conjunction with other types of information in the career guidance process.

FOUNDATIONS FOR CAREER GUIDANCE TESTING

Now, anyone who maintains that information is irrelevant to the career guidance process can take a nap at this point, because the rest of what I am about to say is based on the following postulate, namely: <u>Information on personal characteristics as they relate to various career choice options is a necessary but not sufficient condition for optimizing career development</u> (Clarke, Gelatt, & Levine, 1965). That is, information is necessary for career development, but it is not sufficient by itself. The manner in which the information is <u>used</u> is crucial.

A second postulate bears on the use of test information in career guidance. I would like to suggest that the role of tests in career guidance is threefold: <u>first, to stimulate, broaden, and provide focus to career</u>

exploration; second, to stimulate exploration of self in relation to career; and third, to provide "what if" information with respect to various career choice options. I firmly believe that the guidance role of tests can best be accomplished in the context of an experientially based, developmental career guidance program.

THE IMPORTANCE OF CAREER EXPLORATION

Certainly, there is nothing that is particularly original in all of this. The term "exploration," for example, ". . .has figured in the vocabularies of counselors and vocational psychologists since 1908 when Parson (sic) wrote the first book on occupational choice (Jordaan, 1963, p. 48)." However, the role of tests in facilitating career exploration and planning has received relatively little discussion in the guidance and testing literature. By and large, the use of tests in description, prediction, and problem solving has been emphasized. For this reason, attention here is focused mainly on exploratory applications of testing.

Today we are seeing a renewed interest in career exploration, both in career development theory and in guidance practice. An exploratory period, stage, or substage is central to the career development theories of Ginzberg, Ginsburg, Axelrad, and Herma (1951); Super (1969); and Tiedeman and O'Hara (1963). Exploratory activities are central to developmental career guidance programs currently being implemented. Pritchard (1962) directs attention to the relationship between career exploration and self-exploration. Tennyson (1970) calls for "directed occupational experiences" as preparatory for decision making. Gysbers and Moore (1971) make progressively focused, "hands-on" exploratory activities the central theme of a K-12 developmental career guidance program. Career exploration

is a concept and a guidance function that once again has come of age.

The current emphasis on career exploration is not surprising if one subscribes to Super's principle that "In choosing an occupation one is, in effect, choosing a means of implementing a self-concept (1957, p. 196)." An occupation, Super is saying, gives a person the chance to be the kind of person he wants to be. Thus, the importance of knowing oneself and the characteristics of occupations is readily apparent. More is involved here than information, however. One's values, goals, and needs (both conscious and unconscious) are relevant as are the psychosocial reinforcers of occupations. Hence, rational vocational choice, alone, may not lead to personally satisfying decisions. Experience, that master teacher, plays a major role in career choice as in everything else. Exploratory activities are designed to provide the experience (direct or vicarious) that leads to the reality testing, clarification, and implementation of the vocational self-concept.

The desirability and value of career exploration is widely recognized. The question is, "What can we do to facilitate career exploration?" "Provide every student with ample opportunities for intensive, first-hand exploration of every occupation in the world of work" is, perhaps, the ideal answer. A sampling of first-hand and vicarious experiences is more likely to be practical, however. But which experiences? After all, the world of work is large and complex. And what about a student's personal characteristics--his interests, abilities, working condition preferences, values, and goals? Are they irrelevant to the exploration, planning, and decision-making processes? They're not? Then what are some ways of knowing and understanding one's personal characteristics and their career relevance? Through one's experiences? The reactions of others? Tests?

But what do tests have to offer? Aren't they rather far removed from hands-on experience?

Before taking a more detailed look at the potential contributions of tests to career exploration, it will be useful to review some of the major concepts in career decision making for the illumination that may be provided on the role of tests in guidance.

MAJOR FACTORS IN CAREER DECISION MAKING

Decision making is an integral part of career development. As Katz has pointed out, vocational development may be a continuous process, but ". . .the process is enacted through a sequence of choices (1966, p. 8)." Only recently, however, have the components of career decision making become the subject of concerted inquiry. (For example, see Clarke, Gelatt, & Levine, 1965; Gelatt & Clarke, 1967; Herr, 1970; Katz, 1966; Thoresen & Mehrens, 1967). Chief among these components are the outcomes associated with different choice options, the desirability (utility) of these outcomes from the standpoint of the individual, and the probability of achieving the outcomes. Clarke, Gelatt, and Levine (1965) point out that career decisions are made under a combination of risk and uncertainty and that, one way or another, they involve probabilities--estimates of what will happen if--. In theory, the probabilities affecting a decision can be of two kinds: objective (e.g., based on statistical likelihoods) or subjective (e.g., based on personal forecasts). In the realm of career choice, however, the probabilities are always subjective because it is the individual who decides (Gelatt & Clarke, 1967; Thoresen & Mehrens, 1967). Gelatt and Clarke cite evidence that

> . . .subjective probability estimates play a crucial role in the decision process. Furthermore, the role appears to be

> sufficiently pervasive to suggest that subjective probability estimates may be an integral part of the educational-vocational decision process even when the student lacks sufficient objective information upon which to base the estimates. Thus, if a student is going to make such estimates and use them regardless, it would seem essential that through effective counseling the estimates be based as much as possible on fact rather than on wishful thinking, myth, or "hearsay." (pp. 338-339, italics added)

Gelatt and Clarke also cite studies indicating that individuals can incorporate objective data into their personal probability estimates with the result being an increase in realism. They suggest that ". . .a primary function of an effective guidance program would be the gathering and organizing of a broad base of relevant factual data to be used by students in formulating realistic probability estimates (p. 340)."

Another concept useful in describing the decision-making process is that of disjointed incrementalism (Braybrooke & Lindblom, 1963). As interpreted by Gross (1967), this concept means that

> . . .decisions are always made on the basis of very limited knowledge, and typically involve a relatively small change from an existing state of affairs. Further, the choice process is a jagged operation consisting of a series of steps, reversible in many places, and marked often by an adjustment of ends to means. . . .often persons do not first look at the ends that they seek to attain, and then go about looking for the means (p. 423).

Instead, a person ". . .looks for ends that can be attained by the means that he has (p. 423.)"

Finally, Ginzberg, Super, and Tiedeman have each described a sequence of stages or tasks that are involved in career decisions. While society more or less calls the time and sets the pace for these decision-making sequences, the process is not an orderly series of unrepeated and unrelated steps.

IMPLICATIONS FOR CAREER GUIDANCE

What are the implications of these views of the career decision-making process? We have seen that decision making is an integral part of career development and that information, whether in the form of facts or probabilities, is a necessary component of decisions. According to current formulations, career development involves an overlapping sequence of tasks and choices, each in turn involving a sequence of preparatory stages occurring over time. Exploration, whether active or passive, is inescapable as a decision-making stage. Career exploration and self-exploration are part of the same process. Many career decisions, it appears, may be shaped and framed in small increments, and while society does provide one-way gates, the steps leading to these gates are typically small and leisurely. At the same time, individuals often travel along career paths largely determined by available means rather than desired ends. Their ability to choose from among the available paths may be seriously hindered by the lack of information enabling them to forecast what lies around the bend.

In summary, it would appear that at least six specific implications for career guidance can be drawn from this view of career decision making.

1. Because of the relative invisibility of occupations in our complex society and because of the natural tendency for means to determine ends in career planning, a major function of guidance is to widen the field of exploration during early stages of the career decision-making process.

2. Career exploration is crucial to career decision making because it can (a) provide the student with information about possible choice options, including probable outcomes of these choices; (b) facilitate the experiencing of career options; and (c) focus attention on self in relation to these options.

3. The sequential, incremental, and time-extensive nature of decision making suggests that there is ample opportunity in developmental guidance programs for the provision and the clarification of information needed in

career decision making.

4. Because of the sequential, incremental, and time-extensive nature of decision making, information available during the early stages of decision making is subject to repeated reality testing and can undergo a self-corrective process by means of successive approximation.

5. Since a given individual may be simultaneously involved in several decision-making problems and stages, his needs for information at a given point in time will vary both in type and content.

6. The need for information of the "what if--" variety in career decision making is incontestable. Information on the probable outcomes of different courses of action constitutes a necessary but not sufficient condition for making decisions wisely.

THE ROLE OF TESTING IN CAREER GUIDANCE

What, then, do tests have to offer career guidance? The major contribution is information--information that facilitates self/career exploration and that focuses on the "what ifs" of career decision making.

Information for career exploration is <u>not</u> information that forecloses the decision-making process by telling Johnny the occupation he ought to enter or the choice he ought to make. Rather, it is information that suggests careers and things about Johnny's self that he might want to explore. The information is not crucial by itself, but rather, in terms of the exploration it stimulates. Exploration, of course, takes time. Hence, testing for the purpose of stimulating exploration must be introduced early in the decision-making process, and the individual must be provided with encouragement and opportunities for exploration.

This is not to suggest that tests should or can be the sole means of stimulating career exploration. Instead, it is proposed that tests can best be used in the context of a developmental guidance program, a program that seeks to stimulate and facilitate student exploration through a wide range of articulated activities.

The second major contribution of tests to career guidance is the provision of information bearing on the "what ifs" of decision making. Decision theory tells us that an essential component of every decision is consideration of the outcomes of various decisions. For certain categories of outcomes, chiefly performance in educational and job training programs, tests can provide some of the necessary "what if" types of information. However, prior participation by the student in a developmental career guidance program is, again, crucial. While counselors may subscribe to the belief that test scores should be seen in the context of all other available information, this may be psychologically impossible for a counselee who is provided with a test profile today and feels compelled (internally or externally) to make a choice tomorrow. Under these circumstances, test results will often loom large in the decision-making process, and a square-peg interpretation (on the part of the counselee, at least) may be unavoidable. However, in the context of a developmental career guidance program the "what if" information provided by tests becomes a part of a much larger whole. It is placed in proper perspective, so to speak.

FOCUSED EXPLORATION

In previous discussion, attention has been directed to the broadening or exploratory uses of tests. However, there comes a stage in the decision-making process when it is necessary to narrow the range of choice options under consideration. Ginzberg, Super, and Tiedeman each speak of crystallizing preferences and specifying or implementing choices. Youth cannot go on forever keeping all possible gates open, for to do so would greatly impair their ability to pass through any but the largest of gateways. The career development tasks set for youth by society sooner or later force

a commitment; a narrowing process eventually has to occur--usually during the late teens in our society. A major task of guidance is to insure that this narrowing does not occur by default--to help youth survey the career world before choosing to take up residence in this or that region.

During the elementary school years, to continue the analogy, the survey is like a plane trip around the world. The major continents of employment become apparent, and the student is helped to identify different climates and features of the workscape. Career awareness is the primary goal. Once the age of puberty is passed, however, the increased consciousness of self, the impending status of adulthood, and the move toward independence and self-direction combine to make more intensive, personalized experience in the world of work desirable. The student now needs to spend some time in different work locales to find out if they are merely nice places or whether he would really like to live there. Career exploration, at this stage, takes on a new dimension. Whereas, during the prepuberty years it could be broad and general, a "once-over-lightly" partly based on transitory fantasies and interests, career exploration during the postpuberty years requires focus and intensity. Exploration of the whole world of work must give way to exploration of the possibles and the probables.

The major task of career guidance at this stage would appear to be broadening the scope of the possibles and probables while helping youth to find their way among them. Perhaps the most appropriate term to describe this task is "<u>focused exploration</u>." One of the major guidance roles of testing is to help provide focus to career exploration--not a focus that singles out the "right" occupation for Johnny or Sally, but rather a focus that points to regions of the work world which they may want

to visit. We at ACT have tried to implement this exploratory role of tests by actually developing a "map" of the world of work. The map, which uses basic interest and work task dimensions (i.e., Data/Ideas and People/Things) for its poles, appears in a booklet called Exploring: You and Your Career (ACT, 1973). Through various exercises, the student's attention is focused on different "regions" of the map and the job families located in those regions. While our "World of Work Map for Job Families" is currently only a first effort, somewhat like the maps developed by the early explorers, we do feel that it helps provide perspective and focus to career exploration.

IMPLICATIONS FOR TESTING PROCEDURES

As noted in a previous section, there is nothing new in the current emphasis on career exploration. Neither is it new to suggest that tests might be used to facilitate exploration. Interest inventories have been used for this purpose for a number of years. In the past, however, attention in testing texts has been concentrated on the use of tests in description, prediction, and in bringing about resolution of choice conflicts. The nature of assessment and reporting procedures appropriate to these purposes differs considerably from what is needed to facilitate career exploration.

Some years ago, Cronbach and Gleser (1957) distinguished between what they called wideband and narrowband approaches to measurement. Narrowband instruments focus intensive assessment on a specific, limited area of concern with the objective being highly accurate measures of those personal characteristics most relevant to that concern. Usually, only a few measures are involved (e.g., a college placement test covering English,

mathematics, and natural science). Wideband instruments, on the other hand, assess a wide variety of personal characteristics--characteristics that are relevant to a number of concerns. Ideally, many different measures will be involved in one articulated testing program--for example: interests, abilities, competencies, job values, working condition preference, and educational aspirations.

Cronbach and Gleser's delineation of the bandwidth dimension in measurement has implications for the types of measures that are used in career guidance. Wideband measurement, it would appear, is especially appropriate to facilitating self- and career exploration. Because of the wide variety of personal characteristics that can be covered, the student is presented with several perspectives from which he can view his "self" in relation to careers. New ways of abstracting experience and focusing it on career plans are added to the information he already has. Ideally, two basic types of information are added: information, on personal characteristics (i.e., information presented in self terms); and information relating personal characteristics to career options (i.e., information about self presented in career terms). Among the major limitations of many tests currently used in guidance are their failure to integrate different kinds of information (e.g., interests and abilities are covered in separate, unarticulated tests) and their failure to provide information both in <u>self</u> and <u>career</u> terms.

Use of tests in the context of a developmental career guidance program makes wideband measures desirable from another standpoint. Since developmental guidance is for everyone, and since there are wide differences in the information needs of different individuals or of an individual simultaneously engaged in several decision-making cycles, only wideband measures

can provide the variety of information that is needed.

MODELS FOR DATA-INFORMATION CONVERSION

Another implication that follows from the previous discussion is the need to change our expectations of what tests should give us. Test data, after all, must undergo a series of transformations if they are to have an impact on career development. First, the data (scores, percentile ranks, stanines, etc.) must be transformed into information relevant to counseling and guidance. Next, this information must be transformed into experience and finally, the experience must be transformed into career plans and decisions. Test publishers have the primary responsibility for data-information transformation, although this responsibility is shared with counselors. Counselors and test publishers, together, have the primary responsibility for helping students transform information into experience, although this responsibility is shared with the students themselves. Finally, students alone have the responsibility of transforming experience into career decisions, although counselors, parents, and other interested individuals can provide help.

The first of the transformations noted above is the conversion of test data into guidance information. In career guidance this means information useful in the exploration and specification stages of decision making. As Goldman (1971) has pointed out, data-information conversion involves "bridging the gap" between the test score and its implications for the counselee. Test scores, by themselves, have no meaning. It is only after determination of their relationship to real-world events that they become more than digits on a page derived from marks on a page. This relationship, of course, is relevant to a central characteristic of all

tests--validity. But validity data, alone, seldom provide the counselor with much help in transforming test scores into counseling information. A correlation coefficient of .53 between a test and grades in nursing says very little to the counselor about Mary's prospects in that field. What the counselor really needs for purposes of career guidance is a way to bridge the gap between the test score and its meaning, not its meaning in general, but rather, its meaning for Mary.

Too often, test publishers have settled for providing a score profile, some general validity data, and a few suggestions, and then have expected the counselor to muddle through. We have called it "clinical interpretation," certainly an indispensable part of any use of tests in guidance; but perhaps the term is largely a "cop out" that covers for our inability to provide counselors with the information they need.

What, then, are some procedures for bridging the gap betwen the test score and its implications? Two major kinds of models have been implicit in the discussion thus far--a model suggesting choice options for exploration and a model indicating probable level of success should a particular option be pursued. The model most familiar is undoubtedly the model used to provide predictions of performance or success, i.e., the correlation and regression model. Less well-known, although by no means new, is the discriminant-centour model (Tiedeman, Rulon, & Bryan, 1951). The function of this latter model is to provide an indication of a student's similarity to the characteristics of persons already pursuing various choice options. Degree of similarity can be expressed statistically via centour scores, which are two-digit numbers with some of the same properties as percentile ranks. However, there are several nonstatistical versions of the

discriminant-centour model just as there are nonstatistical versions of the regression model.

The goal of the discriminant-centour model, as used in career guidance, is not to find a perfect match that leads to choice, to predict membership in some group, or to estimate degree of success in some endeavor, but rather to say, "Look, here are some occupations (vocational education programs, college majors, etc.) that attract people who are similar to you in several ways. You may want to check into them."

An additional application of the discriminant-centour model, one that is facilitated by means of two-dimensional "exploration maps" (Prediger, 1971), is to help the student project certain aspects of his "self" into a choice domain and to "try on" various options for size. This form of vicarious exploration is no substitute for real-world exploration, of course, but it does provide a unique opportunity for the student to survey his location in the world of work with respect to interests, abilities, and other measured characteristics.

Those interested in guidance applications of these models might consult the paper on which this presentation is based (Prediger, 1974). Because of time limitations, however, further discussion cannot be provided here. Suffice it to say that these two models for data-information transformation complement each other, with the discriminant model providing information to stimulate exploration and the regression model providing success estimates to be used during the process of exploration.

Test publishers have powerful procedures at their disposal for transforming test data into counseling information. We should all encourage them to use these procedures.

SOME IMPLICATIONS FOR COUNSELORS

I have already discussed the role of the counselor in transforming information from tests into student experience and career plans. I believe this is the counselor's most important role in testing. For unless information is experienced and integrated into the self-concept, it can have very little impact on career development. Experience, as used here, refers to both external experience as obtained in career exploration and internal experience as obtained in self-exploration. The former contributes to the latter because of the likelihood of experiencing new aspects of self during the active exploration of careers.

We at ACT believe that test publishers can and must do much more than they have in the past to help counselors help students transform test results into experience. As I already noted, score profiles, percentile ranks, and correlation coefficients are no longer enough. To provide no more and expect counselors to do the rest of the job is one of the main reasons, I believe, that the usefulness of tests in career guidance is being questioned today. We hope that our publication "Exploring: You and Your Career" (ACT, 1973) points the way to a more fruitful marriage between tests and career guidance.

The main vehicle for the counselor in meeting his (her) career guidance responsibilities however, is a developmental career guidance program coupled with the periodic opportunity for counseling. The role of counseling in the context of career guidance is to help the student assimilate the information and experience he has attained, to assess its meaning for him, and to plan next steps in the decision-making process.

Another major role of the counselor in testing, one with special relevance for the disadvantaged, is to help counselees find ways of

transforming possibilities into probabilities. Traditional, prediction-oriented uses of tests in guidance have emphasized the status quo--the probabilities given existing circumstances. On the other hand, exploratory uses of tests focus on possibilities--without ruling out alternatives because of current deficiencies in ability, education, or personal resources. The individual, with the help of exploratory experiences and in the context of his value system, determines his goals. When these goals center on the possible rather than on the probable, the counselor's challenge is to help make the possible a reality. This is a task that cannot be performed by assessment alone, although tests have been faulted for this reason. Tests can point out some of the possibilities and probabilities, and they can provide clues as to how change can be brought about. But they cannot talk with the individual's parents; integrate health, socioeconomic, and classroom performance data into an effective plan of action; help the student weigh the personal costs and directions of change; develop a new school program; obtain financial aid; or arrange for remedial help. The implementation of change requires counseling and guidance of the highest order.

A developmental career guidance program provides an effective context for facilitating change in the student--for intervening in the normal course of events. Strong guidance programs can also be effective in bringing about change in student environments. Both types of change, personal and environmental, can help transform the remotely possible into the highly probable for a given individual.

SUMMARY

In summary, I would like to restate five points which I believe

provide evidence for the vital role of testing in career guidance.

1. The potential contribution of tests to career guidance is based on the supposition that information about human attributes is a necessary although not a sufficient condition for optimizing career development.

2. Theory, research, and common sense tell us that we have passed the era in which square-peg, square-hole uses of tests could be viewed as the epitome of vocational guidance. However, blaming tests for the square-peg approach to career guidance is somewhat like blaming skin color for racial discrimination. It is essential to differentiate between assessments of human attributes and square-peg uses of these assessments.

3. Both career development theory and career decision-making theory suggest that the role of tests in career guidance is threefold; first, to stimulate, broaden, and provide focus to career exploration; second, to stimulate exploration of self in relation to career; and third, to provide "what if" information with respect to various career choice options.

4. Test data must go through a chain of transformations if they are to be useful in career guidance. First, test data must be transformed into information relevant to counseling and guidance. Next, this information must be transformed into exploratory activities and self-evaluated experiences. And finally, these experiences must be transformed into career plans and decisions. Responsibilities for these transformations (in order of presentation) primarily rest with test publishers, counselors, and counselees.

5. Because of the important and active roles of the counselor and counselee in these transformations, tests can best be used in the context of a developmental career guidance program.

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A SUMMARY -- FUTURE DIRECTIONS

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The enthusiastic response and interest of the conference participants is indicative of the continuing need for redefinition of career guidance. New programs, materials, and methods for training school counselors in the area of career guidance, placement and counseling should receive a top priority rating in the late 1970's. Counselor educators will need to devote considerable energy in developing "new" approaches for the training of school counselors, paraprofessionals, and other support personnel. The challenge of career education, both as a concept and a program of services will continue to be instrumental in providing guidance professionals "new" dimensions for delivery of services. Issues and concerns addressed by both presenters and participants in the conference indicated a need for redirection in programs of counselor education.

It is imperative that our training programs for counselors (both secondary school and post secondary) provide skill development in career guidance procedures; e.g. job placement, interest testing, community development, career development theory, and career guidance practices. The counselor exposed to these concepts and skills will be able to help students and adults discover their interests, abilities, and values in planning for career choice. Specifically, a comprehensive program of career guidance, counseling, placement and exploration should provide the following programs:

1. In grades seven through ten programs of in-depth orientation and exploration of the world of work must be provided for all students.* This component, designed either as a separate course or as an integral part of the existing curriculum, should be the primary opportunity for schools to provide two types of education experiences:

   A. An introduction to the structure of the world of work in order that students may examine and classify work for maintaining flexibility within a working society throughout their adult lives.

   B. Experiences which illustrate ways of understanding and looking at oneself in relation to work in general, work settings, work values and tasks, and conditions of work. To accomplish these purposes such a program would

      1. put students in contact with workers in a variety of occupational groups;

      2. provide opportunities for students to test theirselves in work roles through simulated work experiences and productive, responsible home, school, and community projects related to work roles;

      3. provide opportunities for students to visit and observe work and workers in a variety of settings; and

      4. organize regular group guidance experiences to assist students in interpreting what they learn about themselves through their experiences in terms of possible career goals and plans.

While essential to the positive career development of all students, these programmatic efforts will be particularly helpful to those with academic or socio-economic handicaps who may experience for the first time the relationship between the world of work and skills acquired in school. Surveys of dropouts in metropolitan areas indicate that lack of interest or understanding of the personal relevance of school to their own goals

* Portions of this section are adapted from a presentation by Gene Bottoms' "Statement on Vocational Guidance, Exploration and Placement", Congressional Hearing on H.R 14454 of the Vocational Education Amendments of 1974, August, 1975. Reprinted with permission of the author.

rather than a lack of ability is the principal reason most students choose to leave school before graduating (Venn, 1970, reports that of 22,000 dropouts surveyed in seven metropolitan areas over a five-year period, over two-thirds registered an IQ between 90-109). Many of these young people leave school without having learned what the world of work expects of them, what their own capabilities and values are, and how to relate these understandings to productive survival in a work-oriented economy.

2. Programs to assist in career decision-making and planning are recommended for grades eleven and twelve, post-secondary students, and out-of-school youth and adults. The students who exit from the public school system need help in identifying tentative career goals and plans. Students considering post-secondary vocational and technical education need help in selecting curriculum offerings most appropriate to them if the resources of the institution are to be maximized for the greatest number of individuals. In addition, out-of-school youth and unemployed and underemployed adults are seeking new career objectives and need help in thinking through their career lives and plans. Decision-making and planning assistance can be provided by integrating special career decision-making and planning courses, group guidance classes, and seminars into the existing curriculum. Providing intensive, systematic individual and group vocational counseling is also required. Decision-making and planning programs would have as objectives the assistance of individuals in developing decision-making skills and in applying those skills to their career lives. For instance, students should be able to:

A. Recognize that they have to make a decision and to specify the particular decision to be made,

B. Identify, understand, and use an array of resources in determining the range of alternatives available to them,

C. Assess the desirability and probability of the alternatives as they relate to them and their environment, and

D. Choose which steps to take in terms of present and future goals as they perceive them.

This program should not stop at the point we help an individual make a decision, but should be designed to help individuals formulate a five-year plan as to how they are going to reach their tentative career goals. In this future-oriented context, individuals will plan what they have to do to achieve tentative career goals, the steps they must take, when to take those steps, and how to assess their progress toward these goals. As indicated before, this kind of assistance is not only needed by secondary youth, but by post-secondary and out-of-school youth and adults.

3. Job placement assistance should be a specified requirement of any new career development program. Placement should be available to all students exiting from secondary schools, vocational programs, and post-secondary levels. One of the widely accepted major goals of public education is to prepare young people for successful transition to adult roles and, more specifically, to increase their career potential. Yet, the United States continues to have the highest rate of youth unemployment in the world, with the figures reaching 63 percent in certain communities (Venn, 1970); and indications are that these figures will rise steadily if present trends and practices go unchecked (U. S. Department of Labor, 1970).

After a review of the critical dimensions of the youth unemployment problem, the 1972 Manpower Report of the President concluded that "the need exists. . .for more adequate guidance and job placement services to aid (young people ages 16-22) in the transition from school to work" (U. S. Department of Labor, 1972). This same concern was expressed as a major recommendation by the National Commission on the Reform of Secondary Education (Reform of Secondary Education, 1972).

The type of job placement which should be specified in new career development programs is more intensive and broader than has been previously conceived. It is more than helping students obtain jobs: it is helping them obtain the best jobs possible based on their training and personal goals which provide for continued growth and development. In addition, it is following through to help students adjust to entry-level jobs during the initial period of employment so that many youngsters not only get a job but begin to progress up the job ladder. Many youth alienated from the world of work need help not only in obtaining an entry-level job but also in developing skills and habits necessary for holding that job. The equality of services owed to all American citizens by public education mandates that our concentration of education and guidance efforts to youngsters leaving school to enter the work force be as great as our services to those staying in school and/or pursuing higher education.

Job placement must include a follow-through component designed to assist each student after placement. The purpose is to

follow each student through the work experience until they receive permanent status or a first-step promotion and provide the necessary counseling to help students develop habits, skills and attitudes necessary for satisfying adjustment to the work setting. This service would be of particular value to students who lack exposure to successful role models and previous positive contacts with the adult working world.

A comprehensive job placement service as a potential for learning and individual self development could result in:

A. A reduction in youth unemployment,

B. Improved and more relevant curriculum and guidance services,

C. Excellence in education being based on the school's success with <u>every</u> student,

D. Making learning something other than academic achievement valued only in the school,

E. Locating part-time jobs for secondary students that are related to their tentative career goals,

F. Coordination of in-school learning with part-time work experience of in-school students,

G. Youth finding entry jobs which would lead to better career options,

H. Greater youth employment in fields related to training, and

I. Increased community input into definitions of goals for education.

4. An outreach function should be required by any new career development effort. The purpose of an outreach service would be to return out-of-school youth to an appropriately adjusted learning situation such as part-time training and related employment or other individualized programs designed specifically to meet the

immediate and long-range needs of those previously alienated by the traditional school structure. Because of earlier negative experiences, these youth are not likely to seek further education on their own and will need to be sought out and convinced that the school can adjust to profide them with relevant, useful, successful experiences. Outreach programs should, therefore, have dual thrusts:

A. To work with out-of-school youth to help them identify career goals and to return to school to pursue those goals; and

B. to work within the school structure to design alternative programs for all individuals, regardless of the direction their career plans take.

5. A program for career guidance, exploration and placement should include a provision for career counseling. The focus of such career counseling must be upon all students and all educational levels. A prescribed career guidance program should provide the following:

A. prevocational counseling to help students systematically assess and personalize the meaning of exploratory work and educational experiences.

B. counseling sessions to help students relate their own abilities, interests, and values to possible career options.

C. intensive vocational and educational counseling programs to encourage the development, implementation, and continuous assessment of tentative personal and career plans throughout the student's high school years.

D. vocational counseling to help students make choices among vocational course offerings at the secondary, post-secondary, and adult levels.

E. counseling programs to help individuals adjust to new roles as workers until a smooth transition into the work setting is assured.

The aspect of counseling regarding personal problems and development should be seen as a very important strand relating to and running throughout the other guidance activities of orientation, exploration, decision-making, planning, placement, and adjustment.

6. Career Guidance for Adults -- A comprehensive program of career guidance and counseling must provide for Awareness, Exploration and Preparation to facilitate entry into new careers for those adults not already enrolled in formal training programs. Women who wish to pursue new career avenues must be alerted to job possibilities and provided professional help in attaining their goals. A suggested adult career counseling program can be structured around the three themes cited above. For example:

   A. Awareness--guidance professionals should provide career interest testing, discussion groups, and up-to-date information that stimulate the adult clients' awareness levels regarding the multitude of career opportunities available in our society. For example, Holland's Self Directed Search is an appropriate interest instrument to initiate the process. For many out-of-school youth and adults it will be their first formalized attempt to ascertain their interests and abilities since leaving the secondary school.

   B. Exploration--approximate exploratory experiences must be designed to help adults crystallize the career decision-making process. For example, adults could be assigned a "Job Shadow" experience that would provide realistic contact with an already employed worker. A chance to discuss and perhaps try out some aspects of the job will facilitate the career decision-making process. Adult education programs could provide short 4 or 5 week mini-exploratory courses that would permit adults the opportunity to experience short, meaningful exploratory experiences prior to entering a longer period of training.

   C. Preparation--formal training programs must be designed that permit flexible entry for adults who may be holding full- or part-time jobs. The use of modularized or individualized instructional materials will permit designing of skill development programs that permit a variety of learning options. For women it may be realistic to provide both morning and evening

training sessions that accomodate mothers with children in school or women who are employed during the day. The purpose of training programs at this level is to provide entry level and professional skills for entering the labor force. Additional programs that provide recreational or vocational training should complement the more formalized skill programs.

In conclusion, the dialogue generated by presenters and participants argues for improving the delivery of comprehensive career guidance, counseling, placement and follow-up services to a broad based constituency. The challenge demands our best performance during the last half of the 1970's.

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